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ABSTRACT

A college-level Southern studies course, team-taught by a history professor and a speech communication professor and designed to integrate the study of history with the study of public address, is described in this paper. After pointing out the interrelation of public address and its historical and political context, the paper lists the topics of the five course modules: the impact of the Civil War on the South, the South and the Depression, the "New South," the black experience, and the South today. It then explains how the instructors work together in teaching the course and suggests that the approach is well suited to other topics and eras. To provide examples of the approach used in the course, materials from two modules are included in the appendixes. A reading list of selected references that place Southern oratory in the context of Southern history is also given. (GT)

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TEAM TEACHING HISTORY AND PUBLIC ADDRESS

An experimental program which incorporates various humanistic disciplines has been instituted at the University of South Carolina at Aiken. One aspect of this program is the creation of a new team-taught course which combines the study of history with the study of public address. This article describes the approach and advantages of the course.

As speech teachers know, speeches can never be analyzed in isolation. The study of public address requires an understanding of the historical and political environment surrounding the speaking event. When examining a speech, one is not only looking at the rhetorical devices used by the speaker, but also the ideas and abilities of the speaker, the events that influenced the speech, and the effect of the speech. Because one cannot study public address without understanding the historical context, a course taught by a history professor and a speech-communication professor provides an ideal forum for analyzing the rhetoric of a speaker or of social movements.

The course is "Southern Studies: The Last Fifty Years," which is designed to give the students an interdisciplinary knowledge and understanding of the history and thought of the American South. The course consists of five modules, each dealing with a particular aspect of the post-1920's South: (1) the impact of the Civil War on the South, (2) the South and the Depression, (3) the

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"New South", (4) the Black experience, and (5) the South today. The history instructor provides historical background which lays the foundation for an indepth rhetorical analysis. The communication instructor in turn analyzes the speeches and helps the students to understand the relationship between the speaker, audience and the forces influencing the speech, and thus adds knowledge and insight into the historical events. For example, by examining speeches of some Southern demagogues such as "Cotton Ed" Smith, Theodore Bilbo, or Huey Long, the students receive a vivid picture of the attitudes of the speakers as well as an understanding of the needs of the audience in the depressed South of the 1920's and 30's. By examining speeches of Martin Luther King and Stokely Carmichael, the students are presented with primary sources that accurately depict the turmoil of the 1960's and the desperation and hope of the speakers.

History and speech communication instructors are active participants in all sessions and attend all classes. Class sessions generally consist of a discussion or a brief lecture planned by one instructor followed by a discussion period led by team members. Guest speakers, movies, and dramatic presentations are also used in the class to provide a more interdisciplinary perspective.

Although this course is in Southern Studies, the approach is equally well suited to other topics and eras. For example, an analysis of the speeches of Demosthenes, William Pitt, Daniel Webster, Winston Churchill, or Adolf Hitler could give students an historical understanding of the speaker, the audience, and the

setting that can be obtained in no other way. Speeches are invaluable primary sources in the study of history, and their analysis by a speech communication instructor adds a dimension not possible in a traditional history course.

History courses in many colleges and universities are dropping in enrollment thus mandating some curriculum changes. Incorporating humanistic disciplines in such courses provides a refreshing curriculum change which the students at this institution have welcomed. Team teaching with history also provides an opportunity to expose history students to the criticism of public address. At many small colleges and universities and at most high schools, enrollments do not justify a separate course in the history and criticism of public address. This team-taught course has been in the best interest of both the students and speech communication and history disciplines.

Appendixes

To provide examples of the approach used in the course, materials from two modules are included in the Appendixes. A selected reading list which places Southern oratory in the context of Southern history is also given.

Appendix A The Rhetoric of Southern Demagogues

Appendix B The Rhetoric of Civil Rights Leaders

Appendix C Selected References in Southern Oratory

Appendix A

Southern Studies : The Last Fifty Years

Module 2 - The South and the Depression

The Rhetoric of the Southern Demagogue

Specific Topics:

Outline:

I. The Nature of the Demagogue
   A. Definition
   B. Methods

II. The Nature of the Demagogue's Audience

III. The Use of Speech as a Tool to Gain Power
   A. The Importance of Speech to the Demagogue
   B. The Use of Logical, Emotional, and Ethical Appeals in the Speeches of Demagogues

IV. Case Studies of the Rhetoric of Southern Demagogues
   A. "Cotton Ed" Smith of South Carolina
   B. Theodore Bilbo of Mississippi
   C. Eugene Talmadge of Georgia
   D. Huey Long of Louisiana

Readings: Hochel, Sandra. "The Rhetoric of the Southern Demogogue." Unpublished paper, University of South Carolina at Aiken, 1977.

Questions: What is a demagogue?

What contributed to the rise of demagoguery in the South?

Describe the nature of the demagogue's audience.

Why is speech particularly important to the demagogue?

Discuss the demagogue's use of logical, emotional, and ethical appeal in his speeches.

Discuss specific appeals Smith, Bilbo, Talmadge, and Long used.

What contributed to Long's success as a speaker?

Appendix A continued

Selected References

Bilbo, Theodore. Take Your Choice: Segregation or Mongrelization. Poplarville, Mississippi: Dream House Publishing Co., 1947.

Bormann, Ernest. "A Rhetorical Analysis of the National Radio Broadcasts of Senator Huey P. Long." Unpublished Ph.D. dissertation, State University of Iowa, 1953.

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Denison, Ronald H. "A Rhetorical Analysis of Speeches by Segregationists in the Deep South." Unpublished Ph.D. dissertation, Purdue University, 1961.

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Key, V.O. Jr. Southern Politics. New York: Random House, 1949.

Larson, Allan. "Southern Demagogues: A Study in Charismatic Leadership." Unpublished Ph.D. dissertation, Northwestern University, 1964.

Luthin, Reinhard. American Demagogues: Twentieth Century. Boston: Beacon Press, 1954.

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Minnehan, Molly. "A Theoretical-Rhetorical Study of the Nature of Demagoguery: Huey Pierce Long, A Case Study." Unpublished Masters thesis, San Francisco State College, 1963.

Raum, Richard and Measell, James. "Wallace and His Ways: A Study of the Rhetorical Genre of Polarization." Central States Speech Journal, 25 (1974), 28-35.

Smith, Webster. The Kingfish. New York: Putnam's Sons, 1933.

Appendix B

Southern Studies : The Last Fifty Years

Module 4 - The Black Experience

The Rhetoric of Civil Rights Leaders

Specific Topics:

I. Martin Luther King as a speaker
   A. Use of logical, emotional, and ethical appeal in his speeches
   B. Language usage
   C. Delivery

II. Analysis of "I Have A Dream" and other speeches

III. King's rhetoric in contrast to the rhetoric of Black Power advocates

Readings: Martin Luther King, "I Have A Dream," speech transcript cited on The Annual of America, 18 (1960-1968) pp. 156-159.

Martin Luther King, "Report to the Tenth Anniversary Convention of the Southern Christian Leadership Conference," speech transcript distributed by the Southern Christian Leadership Conference, 1967.

Robert Scott, "Black Power Bends Martin Luther King," in Rhetoric of Black Power, ed. by Robert Scott and Wayne Brockridge (New York: Harper and Row, 1967), pp. 166-177.

Arthur Smith, Rhetoric of Black Revolution, (Boston: Allyn and Bacon, 1969), pp. 16-23.

Arthur Smith, "The Black Revolution, 1954-1973," in America in Controvery : History of American Public Address, ed. by Dewitte Holland (Dubuque, Iowa : Wm. C. Brown, 1973) pp. 371-388.

Supplemental material for in-class use:

16 mm Film "'I Have A Dream...' The Life of Martin Luther King," Bailey Film Associates, 1968.

Record "Voices of Black Protest" (excerpts of speeches by Martin Luther King, Malcoln X, Eldridge Cleaver, and Stokely Carmichael), Educational Audio Visual Inc., 1970.

Audio Tape "Martin Luther King Speaks: Presidential Address 1967," Southern Christian Leadership Conference, 1967.

Appendix B continued

Questions:

Analyze King's use of logical, emotional, and ethical appeals in his speeches (particularly "I Have a Dream" speech).

Analyze King's speeches in terms of his language and delivery (particularly "I Have a Dream" speech).

Analyze the themes, language, and appeals used by the spokesmen of Black Power.

How did the rhetoric of Martin Luther King differ from the rhetoric of Black Power advocates?

Discuss the differences in connotations of the slogans used in the Civil Rights Movement.

Appendix C

Selected References in Southern Oratory

Braden, Waldo. "C. Alphonso Smith on 'Southern Oratory before the war.'" Southern Speech Communication Journal, 36 (1970), 127 - 138.

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